

The educational value of the rules in volleyball

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ABSTRACT

The rules of team sports and the technical and tactical methods applicable to them are essential for competitive sports. The correct competition is triggered by the automatic mechanism of the sanction following the violation of a rule of the game which is also helped by the relational dynamics of the individual members of the group who demand the application of the rule to continue playing. The competition can also be self-regulated by the two groups that compete for the victory without even the direct action of the referee as always happens in training activities. This phenomenon can be found only in those contexts where the rule is necessary and alone sufficient to ensure the orderly development of the activities. The objective of the study is to identify in the individual team sports the significant elements of the rules of the game and the related technical and tactical behaviours and to identify an inventory of significant behaviours. The method is the documental archive research for the analysis of the rules of individual team sports, a subsequent comparative method between grids of indicators, descriptors and weights that classify rule, technique and tactics. The expected results will focus on the congruent presence of the significant elements and the commonality or discordance between team sports. The data is useful to measure the quantity of significant behaviours in order to qualitatively elaborate the value of each of them with respect to the other current behaviours of quantitative performance and to establish the connections. Subsequently, self-perception requests can be given to practitioners (athletes and students) on the specific connections between the need for the rule and its application in order to be able to play sportively at the highest levels with gratification and satisfaction. The results are useful for possible reflections and focus on the reproducibility of the investigated mechanism to other social activities through educational and formative action.

Keywords: Volleyball; Teamwork; Rules of the game; Collaborative learning.

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INTRODUCTION

Paper aims to investigate the balance between collaboration and competition in educational, sporting and social terms in the sport of volleyball according to epistemology of physical exercise and sports sciences (Raiola, 2020, Raiola, 2019a,b,c). In particular, competition, according to Isidori, becomes a value when, referring to its original meaning *cum-petere*, that is "to seek together" or "to strive together towards a goal", it becomes cooperation and not confrontation; this is the meaning of *agòn*, the Greek *agonism*, which before indicating the struggle, implies the idea of a place of confrontation between two parties. So, competition seen as collaborative learning in sport and no longer as a negative meaning of education. The ultimate aim of this work is to make the correlations between the sport of volleyball in the broad sense and its inter and intrapersonal value well visible. In order for this to be possible, a teacher should first of all be equipped with reading keys, which can guide him/her in interpreting and managing such situations, avoiding the so-called educational discomfort. The theories referring to Sports Pedagogy recognize physical activity as a resource that can help and regulate competition, avoiding the development of conflictual and negative dynamics. In particular, sports disciplines are represented as a resource to the educational capacity of the competition itself (Raiola 2020), thanks to the discipline and the corresponding pleasure that they are able to offer (Russo et al, 2019ab). At the same time, team sports highlight the collaboration that is established between the members of the group, based on communication (Raiola 2012, Raiola et al., 2012a,b,c), positive interdependence and personal responsibility. In this regard, volleyball, by its very nature, is a "model discipline" able to operate through the delicate balance between collaboration and competition. It is evident how volleyball expresses through its game recognizable meanings and metaphors of daily life. In volleyball, as in other team sports, the result and the quality of the performance depends on all the stakeholders of that society, therefore not only on the players and the coach but also on the well-being of the society and the fans who believe in their athletes. The goal is to give the best, in their own potential in view of a common goal, the players are called to train individually and consistently challenging first of all themselves, accompanied in the gym with the ambition to improve every day more and more (Ferrara et al, 2018, 2019), the club is committed to ensuring the logistical and personal well-being of the athletes and the fans support the team at all times, both positive and negative.

The key aspects for a "collaborative sports learning" concern:

- Positive interdependence;
- Personal and group responsibility;
- Constructive and direct interaction;
- Social skills and group evaluation;
- The work in unison of athletes.

In the same way, however, we speak of competition only as opposed to collaborative learning, as competitiveness precludes the possibility of interdependence. Pedagogical research does not look positively at the theme of competition, it is cited as a learning style to be avoided, without considering the possibility that this relationship is physiologically present in each individual, that it can consequently condition the collective dynamics of the group and that it probably needs educational strategies. Often, in research, one tends to find the "enemy" to avoid and in this case it is competition. However, cancelling a typical characteristic of the human species is deleterious from a natural and ontogenetic point of view. Aim is to analyse the rules of the sport of volleyball that are closely related to its technical-tactical (Raiola 2013, Parisi et al. 2014a,b), competitive (Forte et al. 2018, 2019, D'Isanto et al. 2018) and pedagogical (D'Isanto et. al 2017, Raiola 2014, Gaetano 2012) aspects.

MATERIAL AND METHODS

The method provides in a first phase the documental archive research for the analysis of the rules of individual team sports, then a comparative method between grids of indicators, descriptors and weights that classify rule, technique and tactics. Once the rules of the volleyball game have been identified, a connection between the rule itself (indicator) and the technical (1st descriptor) and tactical (2nd descriptor) aspects has been established for each one and then the weight, i.e. the connection (narrow, medium, low) between the indicator and the connected descriptor. Subsequently, the relationship-connection of each of the elements identified with the presumptive data was identified descriptively, evaluating the degrees of physical commitment (max-medium-minimum), of strength (max-medium-minimum), and of speed (max-medium-minimum).

RESULTS

Table 1. Rules and performance in volleyball.

Indicator	1° Descriptor	2° Descriptor	Connection indicator - descriptor	Connection with the performance data		
Rule	Technical proposal	Tactical proposal	Weight	Grade of physical commitment	Grade of strength	Grade of speed
If a player stops the ball or tries to control it by touching it twice in a row, the referee blows the whistle for the foul and the opponents make the point.	Accustom athletes to rejection through analytical, synthetic and global exercises.	Of particular interest to recreate exercises based on high and low ball rejection without net and with the net.	Tight	Medium	Medium	Medium
The passage as a mandatory gesture	Get the athletes used to the idea that you can't not pass the ball then go and create ball passing situations in different areas of the field.	The action of the pass must be coordinated and adjusted to the needs and position of the person who is to receive it. Look for the maximum tactical precision in the pass in zone three.	Tight	Maximum	Medium	Medium
eighty-one square meters to perform the entire game action.	Pay attention to every single movement made by yourself and your companions.	Define a rational, elastic and balanced game system aimed at synchronizing the team group by giving skills to each player.	Tight	Maximum	Medium	Maximum
Any contact with your opponent is a foul.	Improve your motor control ability so as not to soothe your	Work on the wall positioning of the central unit on	Tight	Maximum	Maximum	Maximum

	own and others' safety.	doubling in zone four and zone two.				
The score resets to zero at the end of each set.	Train the boys to technical precision in every set of the match. Without ever resting on the result of the previous one.	During the global exercises make five-point sets and look for the desired tactical situation from the first point.	Tight	Maximum	Maximum	Maximum
The players of each team must rotate with each new bat and have only one bat out of six rotations.	Accustom children to precision and concentration at bat so that they understand the importance of the gesture every time they make it.	It is particularly important to play a game with the goal of not missing the batting stroke in a five-point mini-set where you only need to miss one beat to make your team lose the set and you only need one "Ace" to win the set.	Tight	Maximum	Medium	Maximum
The ball can be repelled with any part of the body.	Get kids used to sacrifice in defence.	Propose a drill in which there is a boy attacking, no wall and the goal is to repel or touch the ball in any way.	Tight	Maximum	Maximum	Maximum
There must be a captain on the field who has the same responsibility as the coach for the conduct of the team.	In the most complex competition situations, check the temperament of the athletes as captain and non-captain.	See the attitude of all athletes during problem situations as captain and non-captain.	Tight	Minimum	Minimum	Minimum

DISCUSSION

Each rule has as its end both the technical-physical-tactical value (Raiola et al., 2016) but also the pedagogical and collaborative learning value. The aim of this work is to make people understand that the necessity of the rule is the virtue both of the individual and the team. Through this normative dependence, children, teenagers and adults can grow up according to a precise point of view: "There is no team, there is no society without me and I do not exist without them. Victory is a consequence of this and not the basis from which you start." Collaboration is fundamental in society as well as in life. We cannot live in a community without rules. Rules don't have a "taxing" meaning but a strong-willed and necessary characterization because without rules there can be no game and without game there can be no fun, with all the sensations it can give. In this paper the rule is therefore the basis from which to start for the realization of man in social, sporting and hedonistic terms.

CONCLUSION

Volleyball is the collaborative sport par excellence where even simple cooperation is not enough to win. Volleyball is a continuous intra and interpersonal training, at any age and transmits values that no other sport

can provide. Without collaboration for competitive purposes you cannot really understand collaborative learning. To follow, and to better understand my statements, the words of one of the greatest coaches in the history of Italian volleyball:

"In a world where the champion is the one who solves the matches alone, volleyball, what do you invent? If one stops the ball or tries to control it by touching it twice in a row, the referee blows the whistle and the opponents make the point. Diabolical and anti-historical: the pass as an obligatory gesture by regulation, in a world that teaches you to hold on to your own things, your privileges, your dreams, your goals. There is no one who can crush if there is no one else who raises, no one who can raise if there is no one else who has received the opponent's bat. An annoying interdependence, which is so fundamental for the development of the game, which is a perfect antithesis of the concept with which we grew up and which was based on the law: 'The ball is mine and no one plays here anymore'. Finally, there is also the score and its continuous reset at the end of each set. In other words, think about it: did you do everything well and win the first set? You have to start all over again in the second. You have to find energy, motivation, technical and moral qualities. What you did before (even if it was perfect) is not enough anymore, you have to put it back into play. Conversely, did you lose the previous set? You have an objective new opportunity to start over."

(Mauro Berruto, former technical commissioner of the men's national volleyball team, 2014).

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